



Taylor's Elementary

809 Reid School Rd.

Taylor's, SC 29687

Grades	PK-5 Elementary School	
Enrollment	729 Students	
Principal	Vaughan E. Overman	864-355-7450
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Megan Hickerson	864-288-8363

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

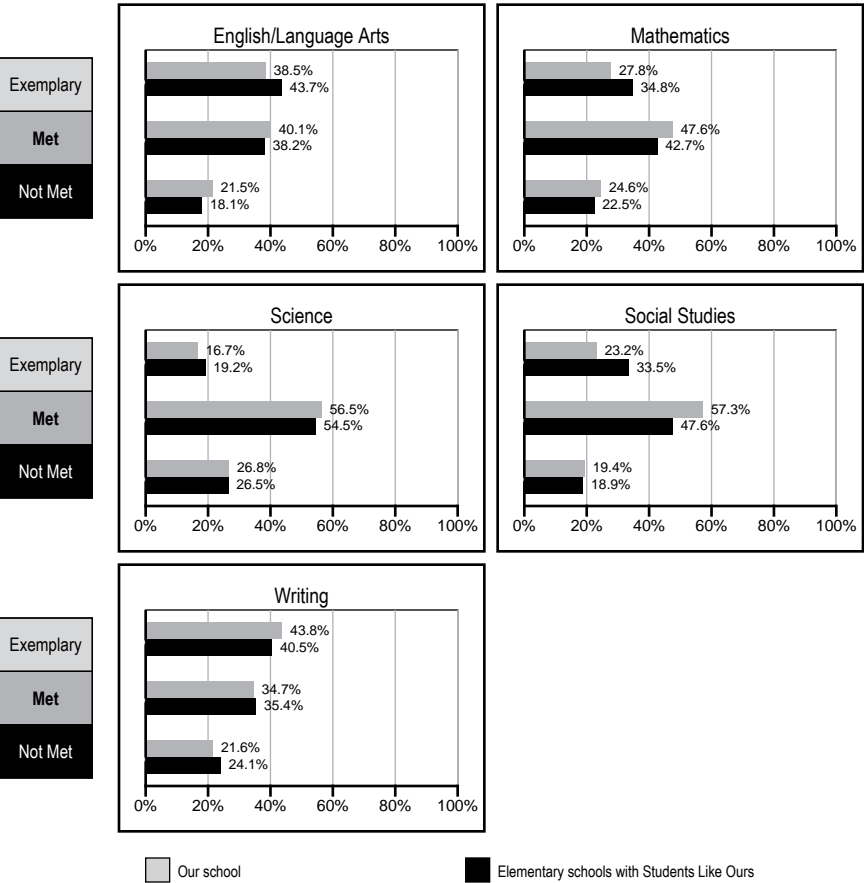
94.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
17	28	40	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=729)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.7%	Up from 1.6%	1.8%	1.9%
Attendance rate	96.6%	No Change	96.3%	96.3%
Eligible for gifted and talented	12.4%	Up from 11.7%	14.2%	10.0%
With disabilities other than speech	10.9%	Down from 13.1%	7.4%	7.7%
Older than usual for grade	0.5%	Up from 0.4%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	64.4%	Down from 67.4%	61.3%	59.4%
Continuing contract teachers	71.1%	Up from 69.8%	81.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	78.9%	Down from 79.3%	88.6%	85.9%
Teacher attendance rate	96.7%	Down from 97.2%	95.2%	95.1%
Average teacher salary*	\$45,482	Up 1.4%	\$47,669	\$47,149
Professional development days/teacher	14.2 days	Down from 17.8 days	11.4 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.7 to 1	Down from 21.6 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.5%	Up from 91.8%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,240	Up 2.7%	\$6,954	\$7,458
Percent of expenditures for instruction**	68.5%	Down from 70.6%	69.1%	68.8%
Percent of expenditures for teacher salaries**	64.2%	Up from 61.6%	62.7%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

Stakeholders in our school community, including the School Improvement Council (SIC), PTA Executive Board, and School Teams, identified four Performance Goals for our School Strategic Plan. In alignment with the Greenville County School District Education Plan, our targeted goals are to increase the percent of students meeting or exceeding their target RIT growth for MAP Math from 43% in 2007-2008 to 54% in 2012-2013; to increase the percent of students meeting or exceeding their target RIT growth for MAP Reading from 55% in 2007-2008 to 60% in 2012-2013; to maintain highly qualified and specialized personnel at 100% (to meet the requirements of NCLB) and maintain 100% through 2013; and to enhance parental involvement in activities related to curriculum standards. The percent of hours tracked for parents participating in parent/teacher activities that support home/school relations will increase from 16,326 hours in 2007-2008 to 18,771 hours in 2012-2013.

To target learning differences and promote student success, we offer Single-Gender and Co-ed Classes in first through fifth grade. The implementation of MAP (Measures of Academic Progress) continues to provide information that is used to drive instruction. The use of the Baldrige Model of Continuous Improvement and the use of Character Education programs consistently reflect the positive benefits of students being responsible for their behavior and learning. Our Extended Day Program reinforces the South Carolina Academic Learning Standards. One hundred percent of the teachers are Highly Qualified, and three teachers are National Board Certified. Programs offered for our school community include Coffee Chats and Munch and Mingle lunches with our principal, Transitioning to Middle School, Tell Me About Raising Successful Readers, and Preparing for Kindergarten Success. Our School Improvement Council plays a vital role in our school community. Our SIC initiated H.A.L.L., a tutorial program to address the academic needs of our students by Helping All Lions Learn. The outstanding achievements of our PTA resulted in recognition at the state level with honors such as the SC PTA Outstanding Unit of the Year, Phoebe Apperson Hearst Award for Effective Communications, and SC PTA Principal of the Year. Our PTA holds the National PTA Parent Involvement Schools of Excellence certification. PTA provides strong support by providing curriculum-based experiences, funding mini-grants, and volunteerism. The PTA logged 18,006 volunteer hours for the 2008-2009 school year. Our School Improvement Council is productive, monitors the Performance Goals, and serves as an advisory board with input on school improvements. Our SIC members serve as the Guidance Advisory Committee.

An interdisciplinary curriculum combined with high standards defines our school culture. Our campus is designed to encourage students to grow in a nurturing and challenging environment. Our school mission, Expecting Excellence in Achievement, Actions, and Attitudes, provides us with a clear direction and is truly documented daily in the life of our school. We invite all the stakeholders to be active participants in our school community.

Vaughan E. Overman, Principal
Stacy Behnke, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	42	108	72
Percent satisfied with learning environment	97.6%	99.1%	100.0%
Percent satisfied with social and physical environment	100.0%	100.0%	98.6%
Percent satisfied with school-home relations	100.0%	99.1%	97.2%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 22 out of 23 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	348	99.1	21.5	40.1	38.5	87.1	84	82.8	Yes	Yes
Gender										
Male	187	98.9	26.9	37.4	35.7	84.2	80.8	79.3	N/A	N/A
Female	161	99.4	15.1	43.2	41.8	90.4	87.4	86.5	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	18.5	35.4	46	88.4	89.5	89.5	Yes	Yes
African American	99	99	30.4	49.4	20.3	81	72.7	73.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	42	97.6	24.3	48.6	27	89.2	74.8	76.5	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
Disability Status										
Disabled	57	100	59.3	33.3	7.4	51.9	52.5	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	34.6	50	15.4	84.6	74.5	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	99.5	30.9	43.8	25.3	82.1	74.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	348	99.1	24.6	47.6	27.8	83.6	80.9	78.9	Yes	Yes
Gender										
Male	187	98.9	26.9	43.9	29.2	80.7	79.6	77	N/A	N/A
Female	161	99.4	21.9	52.1	26	87	82.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	195	99.5	20.1	41.8	38.1	88.9	87	87.2	Yes	Yes
African American	99	99	35.4	57	7.6	73.4	66.3	66.7	Yes	Yes
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	42	97.6	29.7	56.8	13.5	73	75.3	76	I/S	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
Disability Status										
Disabled	57	100	55.6	33.3	11.1	55.6	48.1	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	29	100	34.6	57.7	7.7	69.2	76.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	185	99.5	36.4	50	13.6	74.1	70.5	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	230	100	26.8	56.5	16.7	73.2	71.3	67.5
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Gender

Male	122	100	28.6	56.3	15.2	71.4	70.8	67
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Female	108	100	24.7	56.7	18.6	75.3	71.8	68
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Racial/Ethnic Group

White	132	100	17.3	61.4	21.3	82.7	79.5	79.5
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African American	71	100	48.3	46.6	5.2	51.7	53	50.3
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	86.9	84.3
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Hispanic	21	100	33.3	55.6	11.1	66.7	61.1	60.7
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American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	88.4	71.2
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Disability Status

Disabled	39	100	66.7	25	8.3	33.3	39.1	35.6
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
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English Proficiency

Limited English Proficient	16	100	N/AV	N/AV	N/AV	53.8	60.4	59.6
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Socio-Economic Status

Subsided meals	129	100	37.2	55.8	7.1	62.8	57.5	55.1
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Social Studies

All Students	229	100	19.4	57.3	23.2	80.6	75.7	72.3
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Gender

Male	122	100	21.1	52.6	26.3	78.9	75.1	71.5
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Female	107	100	17.5	62.9	19.6	82.5	76.3	73.2
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Racial/Ethnic Group

White	133	100	17.6	56.5	26	82.4	81.7	80.7
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African American	60	100	29.2	58.3	12.5	70.8	61.5	60
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Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	88	88.5
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Hispanic	27	100	17.4	73.9	8.7	82.6	69	68
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	78	72.2
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Disability Status

Disabled	30	100	44.8	44.8	10.3	55.2	47.5	43.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
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English Proficiency

Limited English Proficient	18	100	20	73.3	6.7	80	69	67.9
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Socio-Economic Status

Subsided meals	116	100	25.5	57.8	16.7	74.5	63.9	62.1
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Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	342	99.7	21.3	34.8	43.9	78.7	72.9	70.2	96.6	96.5
Gender										
Male	186	99.5	29.1	33.7	37.2	70.9	66.4	63.2	96.6	96.4
Female	156	100	12.2	36.1	51.7	87.8	79.7	77.5	96.7	96.5
Racial/Ethnic Group										
White	197	99.5	17.3	32.5	50.3	82.7	80.5	79.1	96.5	96.3
African American	92	100	31.6	41.8	26.6	68.4	57.1	57.6	96.5	96.5
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	87.3	86.2	98.9	97.6
Hispanic	41	100	24.3	35.1	40.5	75.7	61.3	62.6	96.9	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	95.6	95.2
Disability Status										
Disabled	59	100	66.1	21.4	12.5	33.9	28.4	26.1	95.5	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	29	100	23.1	38.5	38.5	76.9	60.5	61.2	97	97.2
Socio-Economic Status										
Subsidized meals	178	100	30.9	40.1	29	69.1	58.8	58.9	96.1	95.8

Abbreviations for Missing Data

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	111	100	16.2	39	44.8	83.8
	4	114	100	27.2	36.9	35.9	72.8
	5	123	97.6	21.1	44	34.9	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	111	100	24.8	40	35.2	75.2
	4	114	100	23.3	47.6	29.1	76.7
	5	123	97.6	25.7	55	19.3	74.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	56	100	26.4	49.1	24.5	73.6
	4	114	100	23.3	59.2	17.5	76.7
	5	60	100	34	58.5	7.5	66
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	55	100	17.3	48.1	34.6	82.7
	4	114	100	19.4	59.2	21.4	80.6
	5	60	100	21.4	62.5	16.1	78.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	111	100	18.7	25.2	56.1	81.3
	4	112	100	24	40.4	35.6	76
	5	119	99.2	21.3	38.9	39.8	78.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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